



BROWNS FERRY ELEMENTARY

7292 Brown's Ferry Road
Georgetown, SC 29440

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 192 Students | |
| Principal | Bethany Giles-Burgess | 843-527-1325 |
| Superintendent | Dr. H. Randall Dozier | 843-436-7000 |
| Board Chair | Mr. Jim Dumm | 843-436-7000 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------------|
| 2011 | Below Average | Below Average |
| 2010 | Average | Good |
| 2009 | Average | Average |
| 2008 | Below Average | Average |
| 2007 | Below Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

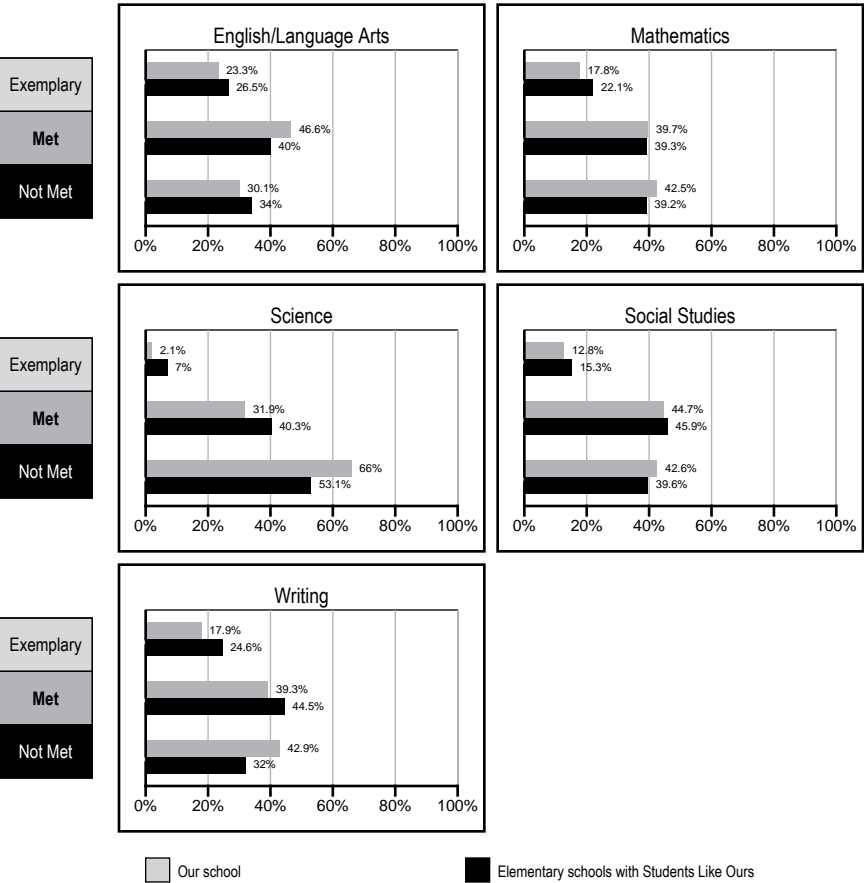
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1 | 8 | 87 | 51 | 23 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=192) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 2.9% | Up from 0.6% | 1.5% | 1.1% |
| Attendance rate | 98.4% | Up from 96.7% | 96.2% | 96.2% |
| Served by gifted and talented program | 6.2% | Up from 3.9% | 5.4% | 13.4% |
| With disabilities other than speech | 1.2% | Down from 8.0% | 4.2% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.5% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=17) | | | | |
| Teachers with advanced degrees | 64.7% | No Change | 61.9% | 62.5% |
| Continuing contract teachers | 82.4% | Down from 88.2% | 82.1% | 88.2% |
| Teachers returning from previous year | 78.3% | Down from 83.2% | 84.7% | 87.8% |
| Teacher attendance rate | 95.1% | Up from 94.8% | 95.2% | 95.2% |
| Average teacher salary* | \$46,195 | Down 4.0% | \$45,188 | \$46,773 |
| Professional development days/teacher | 6.8 days | Down from 9.0 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | N/R | N/R | 17.6 to 1 | 19.9 to 1 |
| Prime instructional time | 92.1% | Up from 90.7% | 90.4% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | N/R | N/R | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$12,391 | Down 4.7% | \$8,449 | \$7,447 |
| Percent of expenditures for instruction** | 54.5% | Down from 56.2% | 67.8% | 68.4% |
| Percent of expenditures for teacher salaries** | 53.1% | No Change | 64.5% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Brown's Ferry Elementary School's success continues to be grounded in a strong home, school and community culture that thrives on "Working In Harmony" and preserving the rich legacy of excellence and tradition that exists here.

At Brown's Ferry Elementary School, we strive daily to move each and every student to higher levels of learning. Student data is an important part of daily instruction at Brown's Ferry. PASS, MAP, DIBELS, running records, and individual probes are some of the information used to provide targeted instruction for students through use of a daily morning intervention block, flexible grouping, focus groups, and differentiated classroom instruction.

Throughout the year, we continually studied strengths and weaknesses of each child and charted individual courses of success. We analyzed where our students showed growth, why the growth occurred, and utilized research-based curriculum and instructional decisions so that all of our children were academically challenged. Combined with daily progress, teacher observation, and student work, we made decisions on how to best meet our students' needs. As a result, our students have shown academic growth in many areas.

While academics are our focus, opportunities to experience success beyond the classroom are available through school and community programs. Students participated in art contests, music programs, Jump Rope for Heart, Relay for Life, and Special Olympics. In addition, students were active participants in the community recreation department's sports programs. Students are recognized for their efforts, excellence, and positive behavior. Character education is a very important part of our school as well with teachers and administration emphasizing daily expectations and monthly character traits through PBIS.

The success of any school requires the support of an active Parent Teacher Organization, an involved School Improvement Council, faithful volunteers, and generous business partners. This year's PTO sponsored several events and raised funds to purchase additional supplies and materials. Our SIC led efforts to improve school grounds, increase positive behavior, and enhance community involvement. This year, our community and business partners assisted with several of these school projects.

We are very proud of our school and the positive environment that stimulates learning. It is a credit to the students, parents, and staff who work diligently to make each student successful. We truly have a special school environment as the result of home, school, and community "Working In Harmony."

Priscilla Duncan, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 17 | 29 | 28 |
| Percent satisfied with learning environment | 93.8% | 82.8% | 80.8% |
| Percent satisfied with social and physical environment | 82.4% | 65.5% | 92.9% |
| Percent satisfied with school-home relations | 76.5% | 86.2% | 92.6% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 0.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 98.4% | 94.0%** | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 82 | 100 | 29.9 | 45.5 | 24.7 | 77.9 | 80.1 | 82.4 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 44 | 100 | 38.1 | 45.2 | 16.7 | 71.4 | 76.6 | 78.7 | N/A | N/A |
| Female | 38 | 100 | 20 | 45.7 | 34.3 | 85.7 | 84 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 88.8 | 88.9 | I/S | I/S |
| African American | 80 | 100 | 28 | 46.7 | 25.3 | 78.7 | 70.4 | 72.9 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 82.1 | 93 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 79.7 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 16 | 100 | 66.7 | 20 | 13.3 | 40 | 35.3 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 77 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 70 | 100 | 32.3 | 47.7 | 20 | 76.9 | 73.8 | 75.4 | No | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 82 | 100 | 42.9 | 40.3 | 16.9 | 68.8 | 82.3 | 81.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 44 | 100 | 47.6 | 42.9 | 9.5 | 57.1 | 79.6 | 79.9 | N/A | N/A |
| Female | 38 | 100 | 37.1 | 37.1 | 25.7 | 82.9 | 85.3 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 90.3 | 88.9 | I/S | I/S |
| African American | 80 | 100 | 41.3 | 41.3 | 17.3 | 70.7 | 73.2 | 71.4 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 92.9 | 94.6 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 83.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 16 | 100 | N/AV | N/AV | N/AV | 20 | 37.7 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 81.5 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 70 | 100 | 44.6 | 43.1 | 12.3 | 69.2 | 76.9 | 74.9 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

Science

| | | | | | | | | |
|--------------|----|-----|----|----|---|----|------|------|
| All Students | 54 | 100 | 64 | 32 | 4 | 36 | 63.4 | 68.6 |
|--------------|----|-----|----|----|---|----|------|------|

Gender

| | | | | | | | | |
|------|----|-----|------|------|-----|------|------|------|
| Male | 32 | 100 | 58.1 | 38.7 | 3.2 | 41.9 | 64.1 | 68.3 |
|------|----|-----|------|------|-----|------|------|------|

| | | | | | | | | |
|--------|----|-----|------|------|-----|------|------|------|
| Female | 22 | 100 | 73.7 | 21.1 | 5.3 | 26.3 | 62.7 | 68.9 |
|--------|----|-----|------|------|-----|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|---|-----|-----|-----|-----|-----|------|------|
| White | 1 | I/S | I/S | I/S | I/S | I/S | 78.3 | 80.7 |
|-------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|------------------|----|-----|------|------|-----|------|------|------|
| African American | 52 | 100 | 62.5 | 33.3 | 4.2 | 37.5 | 46.4 | 51.4 |
|------------------|----|-----|------|------|-----|------|------|------|

| | | | | | | | | |
|------------------------|-----|------|-----|-----|-----|-----|------|------|
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 86.7 | 85.3 |
|------------------------|-----|------|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|------|------|
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 61.5 | 61.6 |
|----------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|-----|-----|-----|-----|-----|------|------|
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | 25.4 | 35.7 |
|----------|----|-----|-----|-----|-----|-----|------|------|

Migrant Status

| | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
|---------|-----|------|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|-----|------|-----|-----|-----|-----|------|------|
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 58.7 | 60.7 |
|----------------------------|-----|------|-----|-----|-----|-----|------|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|----|-----|------|------|-----|------|------|------|
| Subsidized meals | 45 | 100 | 68.3 | 29.3 | 2.4 | 31.7 | 53.6 | 57.3 |
|------------------|----|-----|------|------|-----|------|------|------|

Social Studies

| | | | | | | | | |
|--------------|----|-----|----|----|----|----|------|------|
| All Students | 54 | 100 | 42 | 46 | 12 | 58 | 70.3 | 72.5 |
|--------------|----|-----|----|----|----|----|------|------|

Gender

| | | | | | | | | |
|------|----|-----|----|----|---|----|------|----|
| Male | 26 | 100 | 44 | 48 | 8 | 56 | 69.1 | 72 |
|------|----|-----|----|----|---|----|------|----|

| | | | | | | | | |
|--------|----|-----|----|----|----|----|------|------|
| Female | 28 | 100 | 40 | 44 | 16 | 60 | 71.7 | 73.1 |
|--------|----|-----|----|----|----|----|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|---|-----|-----|-----|-----|-----|------|----|
| White | 1 | I/S | I/S | I/S | I/S | I/S | 81.5 | 81 |
|-------|---|-----|-----|-----|-----|-----|------|----|

| | | | | | | | | |
|------------------|----|-----|------|------|------|------|------|----|
| African American | 53 | 100 | 42.9 | 44.9 | 12.2 | 57.1 | 57.6 | 60 |
|------------------|----|-----|------|------|------|------|------|----|

| | | | | | | | | |
|------------------------|-----|------|-----|-----|-----|-----|------|----|
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 90.9 | 89 |
|------------------------|-----|------|-----|-----|-----|-----|------|----|

| | | | | | | | | |
|----------|-----|------|-----|-----|-----|-----|------|------|
| Hispanic | N/A | N/AV | I/S | I/S | I/S | I/S | 73.7 | 69.6 |
|----------|-----|------|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|-----|-----|-----|-----|-----|------|------|
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | 32.4 | 40.5 |
|----------|----|-----|-----|-----|-----|-----|------|------|

Migrant Status

| | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
|---------|-----|------|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|-----|------|-----|-----|-----|-----|------|------|
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 70.9 | 69.7 |
|----------------------------|-----|------|-----|-----|-----|-----|------|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|----|-----|------|------|-----|------|------|------|
| Subsidized meals | 46 | 100 | 45.2 | 45.2 | 9.5 | 54.8 | 61.9 | 62.9 |
|------------------|----|-----|------|------|-----|------|------|------|

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 30 | 96.7 | 42.9 | 39.3 | 17.9 | 57.1 | 68.5 | 73.2 | 98.4 | 97.2 |
| Gender | | | | | | | | | | |
| Male | 16 | 93.8 | 50 | 42.9 | 7.1 | 50 | 61 | 67.2 | 98.2 | 97.2 |
| Female | 14 | 100 | 35.7 | 35.7 | 28.6 | 64.3 | 76.3 | 79.4 | 98.5 | 97.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 80.6 | 81.5 | 94.4 | 96.9 |
| African American | 29 | 100 | 42.9 | 39.3 | 17.9 | 57.1 | 54.9 | 61.3 | 98.5 | 97.5 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | N/A | 98.3 |
| Hispanic | 1 | I/S | N/A | N/A | N/A | N/A | 61.1 | 66.7 | 97 | 97.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 97 |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 13.9 | 26 | 96.6 | 96.6 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 57.1 | 65.7 | N/A | 97.9 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 25 | 96 | 50 | 37.5 | 12.5 | 50 | 59.1 | 63.2 | 98.7 | 97 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 19 | 94.7 | 27.8 | 16.7 | 55.6 | 72.2 |
| | 4 | 30 | 100 | 36.7 | 36.7 | 26.7 | 63.3 |
| | 5 | 31 | 96.8 | 25.9 | 59.3 | 14.8 | 74.1 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 25 | 100 | 36 | 28 | 36 | 64 |
| | 4 | 26 | 100 | 21.7 | 52.2 | 26.1 | 78.3 |
| | 5 | 31 | 100 | 31 | 55.2 | 13.8 | 69 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 19 | 94.7 | 38.9 | 38.9 | 22.2 | 61.1 |
| | 4 | 30 | 100 | 40 | 46.7 | 13.3 | 60 |
| | 5 | 31 | 96.8 | 40.7 | 40.7 | 18.5 | 59.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 25 | 100 | 52 | 32 | 16 | 48 |
| | 4 | 26 | 100 | 34.8 | 39.1 | 26.1 | 65.2 |
| | 5 | 31 | 100 | 41.4 | 48.3 | 10.3 | 58.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 4 | 30 | 100 | 50 | 46.7 | 3.3 | 50 |
| | 5 | 16 | 100 | N/A | N/A | N/A | 50 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 12 | 100 | N/AV | N/AV | N/AV | 25 |
| | 4 | 26 | 100 | 60.9 | 34.8 | 4.3 | 39.1 |
| | 5 | 16 | 100 | 60 | 33.3 | 6.7 | 40 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 4 | 30 | 100 | 33.3 | 53.3 | 13.3 | 66.7 |
| | 5 | 14 | 100 | 46.2 | 46.2 | 7.7 | 53.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 13 | 100 | 53.8 | 30.8 | 15.4 | 46.2 |
| | 4 | 26 | 100 | 34.8 | 60.9 | 4.3 | 65.2 |
| | 5 | 15 | 100 | 42.9 | 35.7 | 21.4 | 57.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2010 | 3 | 19 | 89.5 | 17.6 | 47.1 | 35.3 | 82.4 |
| | 4 | 30 | 96.7 | 34.5 | 37.9 | 27.6 | 65.5 |
| | 5 | 30 | 96.7 | 22.2 | 48.1 | 29.6 | 77.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 30 | 96.7 | 42.9 | 39.3 | 17.9 | 57.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample